Practicum in Tribal Law and Journalism 162

Professor K. Wayne Yang
- Tuesdays & Thursdays 2-3:20p   Office hours TBA

Students will work with California Native tribal groups, leaders, and members to identify common, pressing questions surrounding Indian law. In partnership with legal experts, they will develop and disseminate radio podcasts or other public media that is accessible to Native communities throughout California. Students will also engage in producing useful documents and briefs for partnering tribal groups on an ad-hoc basis.

Goals

As a practicum, our main purpose is to develop our experience in practical work in tribal law, which includes US laws specifically pertaining to Native American peoples - such as treaties, the Bureau of Indian Affairs, tribal recognition, etc. This also includes the broader field of laws and policies impacting Indigenous communities: such as environmental regulations, employment, healthcare, land development, militarization, education, etc. This can further include laws and international policies surrounding Indigeneity and Indigenous communities transnationally. It is important that our practicum projects engage issues and audiences outside of this classroom.

Background on creation of this course

This course is the first of its kind in many ways. Obviously, the idea of "first" is a familiar phrase for Indigenous communities, whether it means First Nations, the original peoples, or often in the context of settler institutions like UCSD: a first generation college student. However, in this case, this course is the first in what is to hopefully a become long-term trajectory of critical Ethnic Studies education for practical engagement with community, social, geopolitical issues. This is part of a vision for developing pre-professional concentrations, such as law, medicine / health care, journalism, business, etc.

This practicum resulted from a series of opportune coincidences. Procopio Law Firm, which has a vested interest in tribal law and tribal clients, reached out to Prof. Ross Frank with an interest in supporting or partnering with undergraduate education at UCSD. The Ethnic Studies faculty had recently formed a committee to address the hiring of Native American / Indigenous Studies scholars throughout the campus, with the intention of transforming the UCSD environment to support a robust cluster of NA/IS scholars across multiple departments. It was clear that undergraduate scholarship, and undergraduate coursework, had to be part of this transformation. However, the catalyst for this specific course was a meeting that Prof. Wayne had with Chocheyno Ohlone educator Corinna Gould in San Francisco, where she talked about developing an urban tribal land trust. Such a legal entity does not yet exist. Ms. Gould is a full-time educator and organizer, with little time to research how land trusts work. (You can see some of her collaborations on the website of Indian People Organizing for Change). But this

research seemed like something a practicum could do. This idea was shared between Prof. Frank, the NSA/IS, Prof. Curtis Marez (Chair of Ethnic Studies), Prof. Adria Imada (Director of Undergraduate Studies and Curriculum Committee Chair), and Daisy Rodriguez (Undergraduate Advisor), whose shared efforts made this course a possibility.

The projects that we develop in this course will inform the future direction of these efforts.

MAJOR PROJECTS
Land Trust Radio Podcast
This is the major project of the course, in which you will produce a 45-minute radio podcast on the topic of Native Land Trusts. Ideally, this podcast will be distributed in various venues throughout North America.

Each student will create a short 5-7 minute segment for the show, and also produce another segment of the show. This project involves developing a story, researching content, soliciting and conducting interviews, developing scripts, producing sounds, audio editing, distribution, and coordinating with team members as well as the class.

All students will work in teams as producers and reporters. The class will elect two people to be the main hosts of the show, to provide continuity for the program.

Production Deadline: February 20, to allow 3 weeks for work on distribution.

Wikipedia page, Tribal Land Trust
Related to the podcast project, students will contribute their research to a collective Wikipedia page on tribal land trusts.

Digital journalism
Each week, students will write on-line articles on "hot button" topics (such as Native adoption, coal mining and shipping routes, artificial snow, tribal gaming, Idle No More), to submit to an on-line magazine of your choice. Ideally, you will be a regular contributor to one particular magazine.

Students will function as writers and editors for each article. You will be responsible for providing editorial comments and looking for weaknesses in each other's articles. Collaboration is highly encouraged.

In total, students will write, edit, and revise 3 on-line articles.

Indigenous / migrant legal service projects
These are client-based projects, centering issues of Indigenous migrant legal services in San Diego. However, given the practical nature of this work, it will cross over into immigration more broadly as well as the law profession. These projects will include organizing events, producing brochures and outreach materials, and volunteering.

Specific clients are:

Rosibel Mancillas Lopez, Equal Justice Works Fellow at Legal Aid Society of San Diego
Ms. Mancillas Lopez is initiating a two-year outreach and advocacy project for Indigenous migrants in San Diego from Mexico, whose primary languages are Mixteco, Triqui, and Zapoteco.

Katia Hansen, Director of Programs & Development
UURISE - Unitarian Universalist Refugee and Immigrant Services and Education, Inc. Related to the above project,

Daisy Rodriguez / K. Wayne Yang, Ethnic Studies Department
We are organizing an ethnic studies alumni panel, "Life after / with Ethnic Studies" featuring alumni in the legal professions.

Professional Biographical Webpage
This is your own professional bio on-line in which you present yourself as a professional in this area of tribal law and journalism. You will be responsible for updating and refining this bio throughout the quarter. It will reflect how you present yourself when outreaching to interviewees and organizations.

Readings
Reading materials are meant to help you work on the projects. Therefore readings will be mostly on-line articles, selected by the class (and me), that are relevant to the issues at hand. Students will to search for, suggest, and "like" articles for the rest of the class. Students will be assigned different weeks to take the lead in suggesting readings.

I will also provide a few definitional / framework readings from academic sources

Workflow
As a class, we will be functioning similar to a small organization, production company, and newsroom. One of the most important components of the practicum, but the easiest to miss, is how to get things done. We will try different workflow strategies throughout the quarter: a shared calendar, shared documents, shared address book, project management software, etc.

In addition, pay attention to the following guidelines:

Electronic devices - You are strongly encouraged to bring your smartphones, tablets, laptops to class.
Work sessions – Every Thursday will be a devoted work session
Timelines – Besides the final deadline, there will always be formal and informal timelines. These are critical to keep up with.
Communications – Treat students like professional colleagues. Please keep email communications brief, with the most important information in the subject line. Please reply to class emails within 24 hours, and don't expect a reply for 24 hours either. Understand that communications will become more urgent when deadlines approach or timelines get delayed.

Client communications – Communications will clients must be kept professional yet generous. Remember, the client will change her/his mind frequently, but s/he is always right.

Check-in meetings – Many, short check-ins are better than fewer but longer meetings. Get used to checking in with your editors, producers, collaborators every Thursday and electronically on the weekend.

TED Blackboard – We will be using this as the clearinghouse for readings, website links, and calendar. I know TED is not great, but it is essential that everyone uses it.

Ultimately, it is your responsibility to fulfill commitments to one other as editors, producers, and writers, and to pick up the weight when someone else drops it.

Calendar – See TED course website

Grading

- **Land Trust Radio Podcast 25%**
- **Wikipedia page, Tribal Land Trust 5%**
- **Digital journalism 45%**
- **Indigenous / migrant legal service projects 10%**
- **Professional Biographical Webpage 5%**
- **Workflow 10%**

Attendance & Participation – (up to negative 100%)

This course demands perfect attendance! In class discussion, I expect democratic participation that involves careful listening as well as speaking thoughtfully. Because everyone participates differently, it is fine if some people speak often, and others speak infrequently. Some people speak up more in small groups, others in large settings. However it is possible to over-participate, dominating the discussion without listening. It is also possible to be risk-averse, and not speak enough out of a sense of insecurity. Both of these will result in a lower participation grade.

My basic system:

0 = Student actively listens, and seeks to contribute to class discussion or group work.

-10% = Student often does not listen to others, or is often passive when opportunities arise to participate in class discussion and group work.

-2% per class = Student is late

-10% per class = Student is absent

+/- = In special circumstances, I may add or subtract additional percentage points.